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ABSTRACT

Since its beginning in 1975 at the West Charlotte High School in North Carolina, the Academic Internship Program has joined over 6,000 high school students in partnerships with more than 600 sponsors from the business community. The program is intended to: (1) provide opportunities for high school students to explore areas of academic, career, or service interests through the development of internship programs within local governmental and civic agencies, businesses, industries, and individuals; (2) establish a positive relationship between the internship program, the school, and the community; and (3) enable students to earn extra credit for extracurricular experiences of an academic nature. Although some sponsors have completely outlined excellent internships in advance, others have had success in "feeling their way," especially in first-time situations. In response to many sponsor requests for guidelines and suggestions, this handbook was compiled containing an outline of the objectives and organization of the program, ideas for developing the intership, and hints on preparing for the student intern's arrival. Additionally, forms are provided for the academic internship student commitment, intern time sheets, evaluation of the intern, the internship journal, and the internship project. Examples of how three community sponsors scheduled their student interns are appended. (KM)

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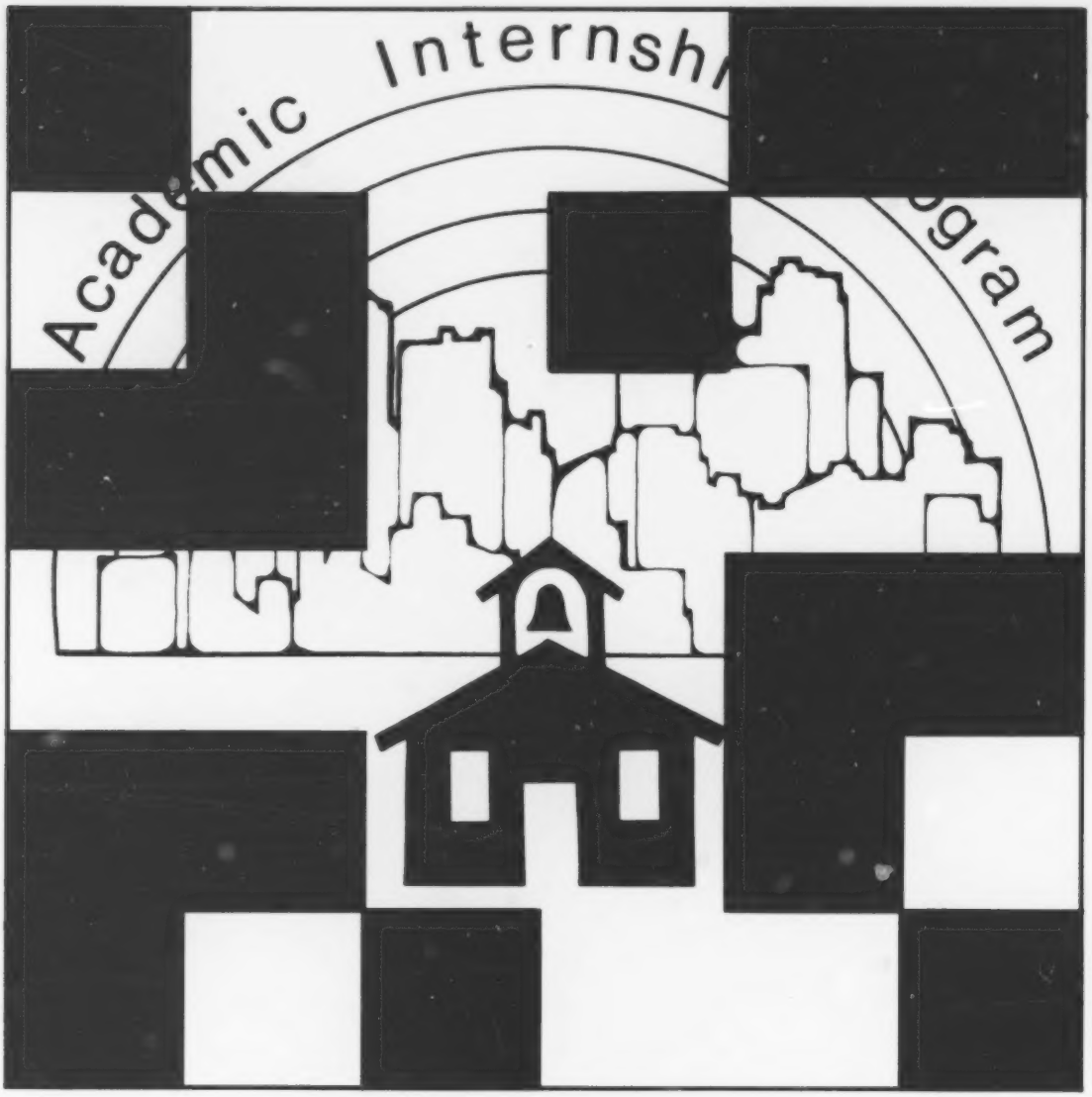

Academic Internship Program
SPONSOR'S HANDBOOK

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EA 021 591

ACADEMIC INTERNSHIP PROGRAM

Sponsor's Handbook

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The Charlotte-Mecklenburg School System does not discriminate against any person on the basis of sex, race, color, religion, national origin, age or handicap in any of its educational or employment programs or activities.

Charlotte-Mecklenburg Schools
Post Office Box 30035
Charlotte, North Carolina 28230
Telephone (704) 379-7000

Peter D. Relic
Superintendent

Dear Community Sponsor:

Welcome to the Academic Internship Program (AIP). We are proud to have you among the more than 600 community sponsors who have shared their wisdom in over 6,000 internships since the program began in 1975 at West Charlotte High School.

Sponsoring an academic intern involves time and energy, and we are very fortunate that you have chosen to make room in your busy professional life for a young person. Although some sponsors have completely outlined excellent internships in advance, others have had success in "feeling their way" especially in first time situations. However a sponsor may choose to plan the intern experience, being flexible and open to making a change may add to the success of the internship.

This handbook has been compiled in response to many sponsor requests for guidelines and suggestions. We hope you will find it helpful, and we invite your comments about its contents or any other aspects of the program.

Your commitment and generosity make this program possible. We are available to offer help whenever it is needed.

Sincerely,

Joyce McSpadden

Joyce K. McSpadden, Lead Coordinator

Evelyn J. Blackwell

Evelyn Blackwell, Coordinator

Linda S. Stephens

Linda Stephens, Coordinator
Academic Internship Program

Academic Internship Office
M.A. Thompson Staff Development Center
428 West Boulevard
Charlotte, N.C. 28203
(704) 343-5400

OBJECTIVES

The Academic Internship Program has been created as a supplement to formal classroom instruction. Its intent is to add significantly to the vitality and impact of courses that a student has taken or will take.

Three objectives emphasized by the Academic Internship Program are:

- To provide opportunities for high school students to explore areas of academic, career, or service interests through the development of internship programs within local governmental and civic agencies, businesses, industries, and individuals.

- To establish positive relationships between the internship program and the school and the community.

- To enable students to earn credit for extracurricular experiences of an academic nature.

Other goals that the internship program seeks to accomplish are:

–development of good work habits
–personal growth
–strengthening of communication skills
–awareness of the community's vast resources and the world of work

BASIC FACTS

Student Intern

The student intern is a high school student who has elected to take a portion of his educational program outside the classroom with an approved community sponsor for the purpose of exploring a career option or pursuing an academic study.

Community Sponsor

The community sponsor is the person who either individually or with his agency, organization, or business agrees to assume responsibility for the student intern's learning experiences.

Teacher Sponsor

The teacher sponsor is the school staff member whom the student intern chooses to evaluate his internship experiences and assign proper academic credit. The teacher sponsor also helps the student intern set worthwhile objectives for his internship and determine requirements for evaluation. Usually, the teacher sponsor is chosen from the academic area most closely related to the internship experience. For example, a student working in a chemical laboratory would probably choose a science teacher for his teacher sponsor. It is the student's responsibility to see the teacher sponsor. The student intern should consult with his teacher sponsor once a week during the internship. These conferences, a journal which the student will keep, and/or classroom presentations made by the intern along with the community sponsor's evaluation will all help the teacher sponsor in his role of assigning proper academic credit.

Intern Coordinator

The intern coordinator is the person on the local school staff who arranges the student's internship by finding the appropriate community sponsor. Other coordinator responsibilities include monitoring the internship, working with the student intern, community sponsor, and the teacher sponsor to see that all requirements and objectives are fulfilled, and conducting seminars for interns.

Academic Credit

Academic credit is earned according to the number of hours served during an internship. Forty hours is the minimum amount of time for an internship. It is most important that the student intern keep a record of his hours and that he record these hours with his community sponsor.

45 hours = ¼ unit of credit
90 hours = ½ unit of credit
180 hours = 1 unit of credit

These figures correspond to the number of classroom hours required to give course credit. Academic credit is assigned by the teacher sponsor in the academic area most closely related to the internship. See role of teacher sponsor above.

For example:

45 hours internship with the City/County Planning Commission = ¼ unit in Social Studies elective - Government.

90 hours internship in nursing at a hospital = ½ unit in Career Exploration-Nursing.

Advisory Council

Student interns may be asked to attend meetings of the Advisory Council with other interns, the intern coordinators, teacher sponsors, and community sponsors. These meetings will give the intern an opportunity to ask questions, discuss his/her own experiences with other interns, and receive help to make the internship more meaningful.

Journal

Interns will be required to keep a journal to show his teacher sponsor and community sponsor as part of the evaluation procedure. Journals should describe not only activities, but also personal reactions to the internship.

Evaluation Procedure

Community sponsor and student intern complete evaluations on each other at the end of the internship and review them together. The community sponsor mails his evaluation to the internship office and the student intern gives his internship journal to his intern coordinator. Evaluations and journals are given to the teacher sponsor who awards the proper academic credit.

Intern's Role

Depending on the internship objectives, the intern may spend most of his time working with one resource person within an organization, several persons in a variety of departments, or in a service role internship such as at the Center for Human Development where the intern works with both the staff and the clientele. Group internships will consist of seminars, field trips, discussion sessions, and individual assignments. It is vital for the intern to consult the teacher sponsor at least once a week concerning internship experiences. It is the teacher sponsor who gives the student the final grade.

Whatever form the internship takes, the student intern should remember:

1. The student is not there to do simple clerical work or to be a gopher.

2. Hopefully, the internship will provide him with opportunities for observing, performing hands-on tasks, attending meetings, and being involved in the decision-making process.

3. The intern should let his intern coordinator know immediately if he has any questions or problems about the internship.

Student Intern Project

In order to be eligible for the grade of "A", each intern is required to complete a project depending on the intern's goals, interests, and area of exploration.

INTERNSHIP PROCESS

I. STUDENT APPLIES

May receive application from intern coordinator, teacher, or counselor.
Student talks over his reasons for having an internship with the intern coordinator.
Intern coordinator reviews the student's commitment and responsibility in having an internship.

II. COMMUNITY SPONSOR CONTACTED

Intern coordinator explains the intern program.
Community sponsor is invited to participate in the Academic Internship Program.

III. INTERVIEW

Involves the student intern, community sponsor, intern coordinator, and teacher sponsor if possible.
Student and sponsor test their compatibility.
Objectives and activities for the internship are spelled out by community sponsor and student intern.
Hours, schedule, and responsibilities of student intern are established.
Academic Internship Student Commitment is signed.

IV. CONFERENCE WITH TEACHER SPONSOR

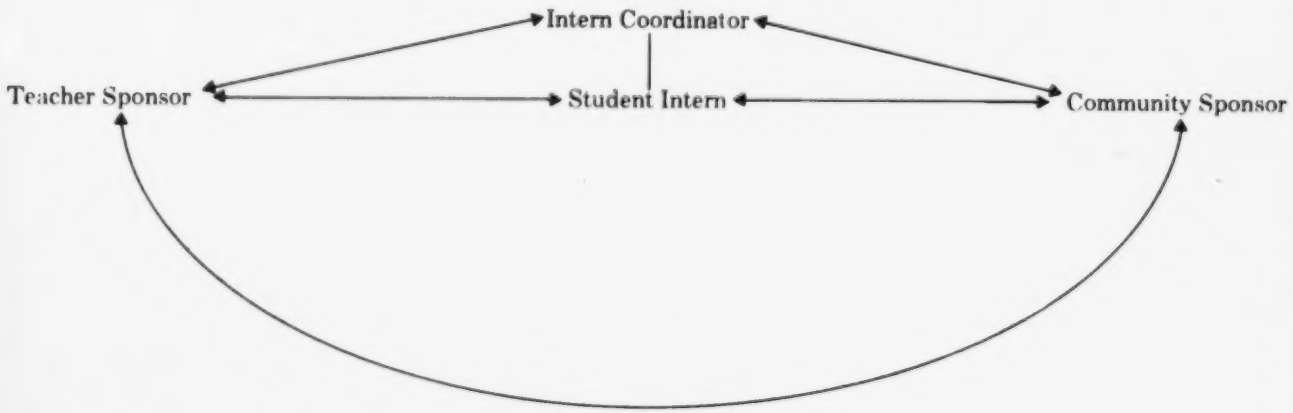
Intern coordinator notifies teacher sponsor of placement and student contacts teacher.
Teacher sponsor reviews objectives and activities of internship making changes, additions, etc.
Teacher and student decide on evaluation procedure; keeping a log; making class presentation.
The amount of academic credit to be received is established.
Kind of grading is determined.

V. INTERNSHIP IN PROGRESS

Student intern keeps in close contact with teacher sponsor (contact at least once a week).
Intern coordinator is notified if any problem arises by either the community sponsor, teacher sponsor, or student intern.
Intern coordinator visits student intern at the site.
Student interns are encouraged to contact their intern coordinator periodically to discuss their progress.

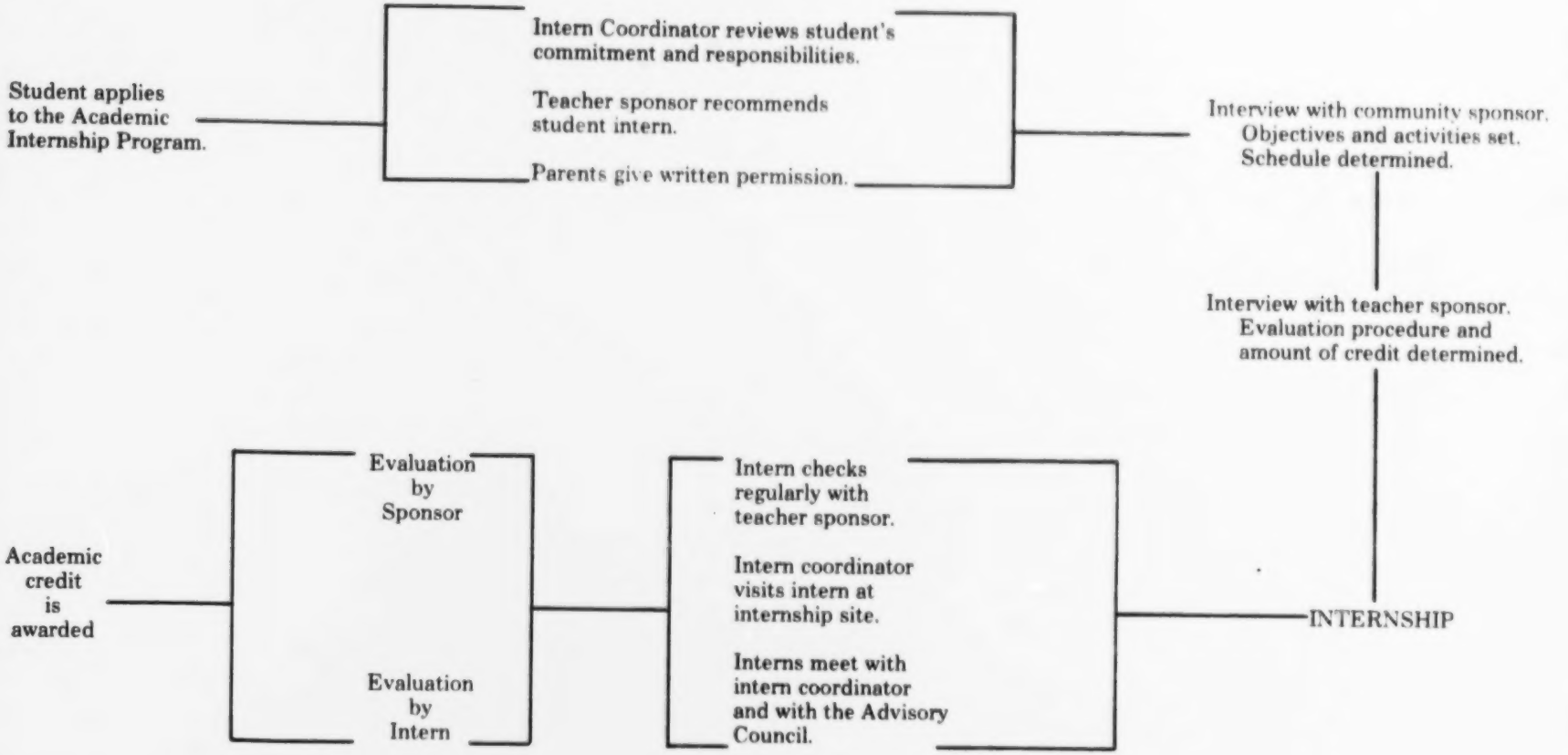
VI. EVALUATION PROCEDURE

Community sponsor and student intern complete evaluations on each other at the end of the internship and review them together.
Community sponsor mails his evaluation to the internship office and the student intern gives his journal to his intern coordinator.
The evaluation and journal are given to the teacher sponsor.
Proper academic credit is awarded.



ACADEMIC INTERNSHIP PROGRAM

FLOW CHART


Student applies to the Academic Internship Program.
Intern Coordinator reviews student's commitment and responsibilities.
Teacher sponsor recommends student intern.
Parents give written permission.
Interview with community sponsor. Objectives and activities set. Schedule determined.
Interview with teacher sponsor. Evaluation procedure and amount of credit determined.
INTERNSHIP
Intern checks regularly with teacher sponsor.
Intern coordinator visits intern at internship site.
Interns meet with intern coordinator and with the Advisory Council.
Evaluation by Sponsor
Evaluation by Intern
Academic credit is awarded

DEVELOPING THE INTERNSHIP

In sponsoring an academic intern, you have assumed responsibility for directing and participating in part of your student intern's education. We hope you will be able to spend time with the student as a kind of mentor and tutor.

Of course, we do not expect or want you to neglect your other responsibilities in order to be a sponsor. Rather, we hope you can integrate the intern into your operational scheme so the placement and your position can complement and reinforce one another.

There may be occasions when the nature of your work will not allow for an intern's participation or presence. Furthermore, you may consider it important to the student's education and training to undertake projects or gain exposure to various other areas of the organization besides your own.

Depending on the internship objectives, the intern may spend most of his time working with one resource person within an organization, several persons in a variety of departments, or in a service role internship such as with one of the human service agencies where the intern works with both the staff and the clientele.

Fair Labor Standards Act

Community sponsors are not in violation of the Fair Labor Standards Act by participating in the Academic Internship Program as long as the following criteria are met in sponsor-intern relationships:

(1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

(2) The training is for the benefit of the trainees or students.

(3) The trainees or students do not displace regular employees, but work under their close observation.

(4) The employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasions his operations may actually be impeded.

(5) The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

(6) The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Suggested Activities for the Intern

1. Attend meetings or conferences.
2. Make telephone calls and handle telephone inquiries.
3. Do research.
4. Write reports, correspondence, or memos.
5. Do some investigative field work.
6. Observe.
7. Perform service role with clients.
8. Participate in or observe decision-making process.
9. Conduct interviews.
10. Read particular reports, files, etc.
11. Meet with staff members or department heads to learn what they do.

12. Assign a special report to be completed during the internship.

Sponsor Responsibilities

1. Assist student intern and the intern coordinator in setting goals for the internship.
2. Insure student is able to do tasks necessary to reach goals of internship.
3. Notify the Academic Internship Office immediately if student intern is not attending his internship promptly and regularly.
4. Keep a record of student's hours. This record may be a sign-in sheet.
5. Help make the internship as challenging as possible, and where possible, give the student a piece of the action. Increase student's responsibilities when student indicates he is capable and willing to assume more.
6. Provide intern a broad view of agency's entire operation, spectrum of job possibilities, and educational requirements.
7. Confer with student to provide intern honest feedback on his strengths and areas in which he needs to improve.
8. Complete an adequate evaluation for the student intern that can be used to give credit, grades, etc. and review evaluation with intern.

PREPARING FOR THE INTERN'S ARRIVAL

___ Have you designated a desk or work space for use by the intern?

___ Have you briefed your staff and especially your secretary about the intern's arrival and role in the organization?

___ Will you be available to meet with the intern that first day?

___ Have you compiled an "intern kit" of some basic informational materials about your organization?

___ Have you scheduled appointments with some key staff members? (Not an absolute necessity but this might be a way for the intern to become acquainted with the organization).

___ Have you designated an "alternate sponsor" to provide assistance in your absence?

FORMS

Intern Coordinator _____ Date _____

ACADEMIC INTERNSHIP STUDENT COMMITMENT

This commitment should be signed by the student intern at the time of the interview with the community sponsor and copies given to the intern coordinator, community sponsor, and student intern.

I, _____ (name of intern) agree to abide by the following conditions.

Address: _____ Zip Code _____ Telephone _____

1. To undertake activities that provide a comprehensive view of the organization and that focus on the roles, responsibilities, and functions of my supervisory sponsor(s).
2. To consult with my teacher sponsor once a week regarding my internship experiences. (The teacher sponsor gives the final grade.
3. To be regular in attendance and on time in my assigned internship.
4. To notify my sponsor on days that I will be absent.
5. To notify my intern coordinator should accident or illness cause me to be absent from my internship more than three times.
6. To notify my intern coordinator should any problems or concerns arise regarding my internship.
7. To conform to the regulations of the organization in which I am working (dress, conduct, etc.).
8. To understand that dropping this internship after starting will result in my receiving a failing mark.
9. To understand that I will not terminate my internship without first talking this over with my community sponsor and intern coordinator. I must receive their permission to drop the internship. (Internships are set up for a minimum of 45 hours. Permission of the intern coordinator and the community sponsor are required to extend an internship.)
10. To inform parent(s) of internship placement and experiences.
11. To complete the required journal and turn it in to my intern coordinator at the designated times. (see journal p. 11) A project must be completed in order to be eligible for the grade of "A".
12. To abide by any regulations, practices, and procedures of the Academic Internship Program of Charlotte-Mecklenburg Schools, not specifically stated above, as outlined by the intern coordinator.

Beginning Date: _____ Internship Days: _____

Hours Scheduled: _____

Name of Teacher Sponsor _____

Name of Community Sponsor _____

Name of Business or Organization _____

Address: _____

_____

_____

Zip Code

Telephone: _____

Content Area of Internship: _____

INTERNSHIP TIME SHEET

6176.10
5-83

Note: Keep one record in your handbook and give one time sheet to your community sponsor to serve as a sign-in sheet for the agency where you intern.

Student Name _____ Site of Internship _____

DATE	ARRIVAL TIME	DEPARTURE TIME	TOTAL HOURS

Mail to: 6176.11
6/89

Academic Internship Program
Staff Development Center
428 West Boulevard
Charlotte, N.C. 28203

ACADEMIC INTERNSHIP PROGRAM

EVALUATION OF INTERN

Intern Name _____ Agency _____

Number of hours served: _____ 45 _____ 90 _____ 180 _____ other

Brief Description of Intern's Experiences _____

_____

_____

Note to sponsor: This form was developed to help the teacher sponsor assign the student intern's academic credit. It is suggested that you share this evaluation with the student intern before mailing to the internship office. **The student will receive a copy of your evaluation.** We realize that not all categories listed below may be measured in this particular internship. Please check only those items you feel comfortable in evaluating. Thank you for your assistance and cooperation.

Personal Qualities	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Accepts and fulfills responsibilities						
Exercises good judgment						
Is friendly and courteous						
Accepts and understands the needs, feelings, and faults of others						
Is accepted well by other employees						
Is dependable						
Is willing to accept suggestions						
Conscientious in fulfilling assignments						
Follows directions						
Work is neat and accurate						
Is honest and sincere						
Asks appropriate questions						
Reports to site on time						
Calls if unable to attend						
Is cooperative and industrious						
Is creative						
Shows initiative						
Is flexible						

Please evaluate overall performance:
Circle one - 10 9 8 7 6 5 4 3 2 1
Excellent Satisfactory Unsatisfactory

Comments: These may be about the strengths, weaknesses, or unique accomplishments of your student intern or about the Academic Internship Program in general.

_____

_____

_____

Signature of Community Sponsor

Date

DIRECTIONS FOR COMPLETING THE JOURNAL

TO THE STUDENT INTERN:

The purpose of this journal is to aid you, the student intern, in organizing your thoughts about what you are doing and learning during your internship. In preparing this journal you should reflect upon your experiences and ask yourself questions. The journal outline is intended as a guide and is considered your evaluation of your experiences. Should you be using your internship as a basis for a class report, project, or advanced credit, you will need to prepare more extensive notes. You may attach additional pages to the journal if you need more writing space.

You will begin your journal at the start of your internship. *At the halfway point of your internship you are required to share your journal with your community sponsor, your teacher sponsor, and your intern coordinator. Please have them sign the appropriate space in the journal.* When you complete your internship, you should again share your journal with your community sponsor as part of the overall evaluation process. The completed journal should then be given to your intern coordinator who will then share it with your teacher sponsor. This journal will be examined as part of your overall evaluation and will help in determining your final grade on your internship.

JOURNAL
ACADEMIC INTERNSHIP PROGRAM

6176.12
6/89

INTERN'S NAME: _____

ADDRESS: _____

_____ ZIP _____

PHONE: _____

SCHOOL: _____

GRADE LEVEL: _____

HOMEROOM TEACHER: _____

TEACHER SPONSOR FOR INTERNSHIP:

_____

COMMUNITY SPONSOR: _____
(name)

ORGANIZATION: _____

ADDRESS: _____

_____ ZIP _____

PHONE: _____

CONTENT AREA OF INTERNSHIP:

_____

INTERNSHIP BEGINNING DATE: _____

INTERIM REPORT DATE: _____

SCHEDULE:

MON.	TUES.	WED.	THURS.	FRI.	SAT.

I. Answer the following questions as you begin this internship.

A. What experiences and school courses have you had that relate to this internship?

_____

_____

_____

_____

_____

B. Describe what this company, agency, organization, or individual does.

_____

_____

_____

_____

_____

C. What are your goals for this internship?

_____

_____

_____

_____

II. WRITING LOG: The writing space which follows is provided to help you record the internship experience. Please enter the date for each day spent on your internship and write a detailed descriptive paragraph concerning activities in which you were engaged and/or activities which you observed. Include what was done, how you or the person you observed went about doing it, what you learned, any difficulties you may have encountered and how you felt after the completion of the task. If you need more space, you may write on the back of these pages or attach additional paper.

Example:

10/9/85. Today I assisted the staff with workshop presentations and helped research and present different...

III. TERMINOLOGY: Most businesses and professions have their own words and terms which apply to various activities. Keep a record here of new words and terms you learn during your internship **and their definitions** as they apply to the activities involved in your internship.

IV. The following questions are designed to help you summarize your internship experience. You may draw from your journal entries. Please answer them at the conclusion of your internship.

A. What are the most significant activities you observed on your internship?

B. What are the most significant activities you did on your internship?

C. What aspect of your internship did you find most interesting and/or least interesting?

D. What are some new things that you have learned as a result of this internship?

E. Is there anything you would want to tell about your internship experience that has not been brought out in these questions?

V. CHARACTERISTICS OF EXPERIENCE: (To be completed by the student intern at the conclusion of your internship)

1. What is your overall rating of this program as a learning experience?
   Excellent ____ Good ____ Poor____ Terrible ____

2. If you had an excellent or good learning experience, what made it good or excellent? _____

_____

3. If you had a poor or terrible learning experience, what made it poor or terrible?_____

_____

4. My internship was mostly: A. task oriented B. observation C. a combination of the two

INSTRUCTIONS: The following list describes some features of a community field experience. Please describe your particular experience by circling the appropriate number from 1 to 5.

	Practically Never		Some-times		Very Often
5. Had adult responsibilities	1	2	3	4	5
6. Had challenging tasks	1	2	3	4	5
7. Made important decisions	1	2	3	4	5
8. Discussed my experiences with teachers	1	2	3	4	5
9. Had input that was accepted	1	2	3	4	5
10. Did interesting tasks	1	2	3	4	5
11. Did things myself instead of observing	1	2	3	4	5
12. Received training to do tasks	1	2	3	4	5
13. Received clear directions	1	2	3	4	5
14. Had freedom to develop and use my own ideas	1	2	3	4	5
15. Discussed my experiences with family and friends	1	2	3	4	5
16. Worked with adults who took a personal interest in me	1	2	3	4	5
17. Had freedom to explore my own interests	1	2	3	4	5
18. Had variety of tasks to do at the site	1	2	3	4	5
19. Received help when I needed it	1	2	3	4	5
20. Was appreciated when I did a good job	1	2	3	4	5
21. Received feedback about my performance	1	2	3	4	5
22. Felt I made a contribution	1	2	3	4	5
23. Applied things I've learned in school to my community placement	1	2	3	4	5
24. Applied things I've learned in my community placement to school	1	2	3	4	5
25. Achieved my original goals and purposes for this internship	1	2	3	4	5

(Continued)

VI. PERSONAL EFFECTS OR EXPERIENCE: (To be completed at the conclusion of your internship)—What you have *learned* or areas in which you *have furthered your development* as a result of your internship. Evaluate your experiences and check the appropriate response for each question.

HAVE YOU GAINED	YES	NO	DON'T KNOW
1. Realistic attitudes toward other people such as elderly, handicapped, government officials, professionals, etc.			
2. Self-motivation to learn, participate, achieve			
3. Self-concept (sense of confidence, sense of competence, self-awareness)			
4. Openness to new experiences			
5. Sense of usefulness in relation to community			
6. Assertiveness and independence			
7. Ability to accept consequences of your actions			
8. Knowledge of community organizations			
9. Responsibility for your life			
10. Awareness of community problems			
11. Awareness of community resources			
12. Realistic ideas about the world of work			
13. Knowledge about a variety of careers			
14. More efficient use of leisure time			
15. Ability to narrow career choices			

OTHER COMMENTS:

INTERIM CHECK: 20 Hours

(Student Intern) (Date)

(Community Sponsor) (Date)

(Teacher Sponsor) (Date)

(Intern Coordinator) (Date)

FINAL CHECK: 45 Hours or Conclusion

(Student Intern) (Date)

(Community Sponsor) (Date)

(Teacher Sponsor) (Date)

(Intern Coordinator) (Date)

Project Completed: _____ yes _____ no **(See next two pages for project explanation)**

Date: _____

Teacher sponsor and or community sponsor signatures: _____

_____

Comments: _____

_____

PROJECT
Academic Internship Program

All students should have the opportunity to engage in analytical activities when learning about established facts and concepts so as to not only understand theoretical bases that underlie facts and concepts but to also open avenues for the discovery of new ones.

With the above educational philosophy in mind, each intern in order to be eligible for the grade of "A" for a forty-five to one hundred eighty hour internship experience will be expected to research and implement a project in relationship to his/her goals and objectives and fully explain what was done and what she/he learned from doing it. This project should be explained to the teacher sponsor or the community sponsor since they are in a better position to remediate and evaluate. In some cases the intern coordinator can hear the reports, but the coordinators are usually not authorities on scientifically based data, for example. (The intern is responsible for setting up appointments with appropriate persons and following all other guidelines as spelled out on the intern's commitment sheet.

PROJECT PLAN
Academic Internship Program

Internship Project Plan

Intern's Name _____

Date _____

Example

Exploring the career of **Architecture**

Objective: To learn what steps are involved in building a house.

Project: To make a three dimensional model of a house.

Procedure: To do an architectural drawing of the house. Then, build a model of it.

Your Plans

Exploring the career of _____

Objective(s) _____

_____

_____

Project: _____

_____

_____

Procedure: _____

_____

The persons listed below may approve as presented, approve with suggestions, or not approve. Since the main idea in this step of teaching-learning activity is to provide for freedom of choice on the part of the student and lead him/her to self discovery according to his/her own interests and abilities, what the student wants to do in the majority of cases should be approved. Any suggestions on the part of supporting persons will be to aid the student in being successful.

Submit to either the teacher sponsor and/or the community sponsor and the intern coordinator, respectively.

Teacher Sponsor: _____ Approved _____ Not approved

Signed _____ Date _____

Community Sponsor: _____ Approved _____ Not approved

Signed _____ Date _____

Intern Coordinator: _____ Approved _____ Not approved

Signed _____ Date _____

Note: This form is due to your internship coordinator no later than the 20 hour check.

SUGGESTIONS FOR INTERNSHIP PROJECT
Academic Internship Program

Depending on intern's goals, interests, and career area of exploration, interns may choose to do one of the following:

1. Make a model of something seen, explored, read about, discussed, or researched while doing your internship. (graph, drawing, narrative, or three dimensional etc.)

2. Research and carry out an idea relative to adding to or subtracting from an established phenomenon. (a new discovery)

3. Research some idea, fact, or concept exposed to and write a paper documenting your findings (approximately two or three typed pages or four to five handwritten pages). Include a bibliography.

4. Interview an authority in some career area of your internship. Write your questions and answers or tape record the interview.

5. Prepare a classroom presentation such as a talk, slide show, or visit by your community sponsor.

6. Be creative and come up with a project of your own choosing.

*All projects must have prior approval by the teacher sponsor and/or the community sponsor and the intern coordinator.

Academic Internship Program

REQUIREMENTS AND DEADLINES TO BE ELIGIBLE FOR GRADE OF "A".

1. COMPLETE YOUR PROJECT PLAN AND RETURN IT WITH THE PROPER SIGNATURES WITHIN TWO WEEKS AFTER YOU BEGIN YOUR INTERNSHIP. THIS PLAN MAY BE MAILED TO YOUR INTERN COORDINATOR.

2. KEEP YOUR JOURNAL AS REQUIRED; TURN IT IN TO YOUR COORDINATOR WITH THE PROPER SIGNATURES WITHIN TEN DAYS AFTER THE COMPLETION OF YOUR INTERNSHIP.

3. COMPLETE YOUR PROJECT AND DISCUSS IT WITH YOUR TEACHER SPONSOR AND/OR YOUR COMMUNITY SPONSOR WITHIN TEN DAYS AFTER YOU COMPLETE YOUR INTERNSHIP. THE PERSON HEARING YOUR PROJECT REPORT (TEACHER SPONSOR OR COMMUNITY SPONSOR) SHOULD INDICATE THAT YOU HAVE COMPLETED YOUR PROJECT BY SIGNING YOUR JOURNAL IN THE APPROPRIATE SPACE.

Checklist of materials to be turned in to coordinator at the conclusion of the internship.

_____ 1. Time sheet

_____ 2. Journal

_____ 3. Project (optional)

_____ 4. Community sponsor's evaluation

APPENDIX

On the following pages are examples of how various community sponsors have scheduled their student interns.

Duke Power Company
Mechanical Engineering
High School Internship Program
Schedule

SESSION 1		SESSION 2	
Introduction R & D, Facilities Marshall Weaver	1-10	----------	
Systems Bob Misenheimer	1-14	Projects Design Piping/Model Shop Terry R. Demmery	1-16
Equipment Gene Edwards	1-23	Field Trip McGuire Gene Edwards	1-25
Project Design Instrumentation/Materials Dave Waugh; Larry Coggins	1-30	Analysis Stress/Supports Phil Croft	1-28
Station Services Jeff Richardson	2-12	Station Support Ferman Wardell Ace Summerlin	2-13
Steam Production Don Gabriel	2-19	Field Trip Fossil Unit Stan Holland	2-19
Project Engineer Milton Hopkins	2-26	Field Trip Catawba Construction Milton Hopkins	2-26

FIRST COMPUTER SERVICES, INC.

STUDENT ACADEMIC INTERNSHIP

January 28	15:30 - 16:30	Orientation of Computer Operations John Aldridge, Operation Manager
	16:30 - 18:30	Orientation of Computer Room Shift Manager
January 31	15:30 - 16:30	Receipt & Dispatch/Microfilm Ed Ford, Manager
	16:30 - 18:30	Receipt & Dispatch Shift Manager
February 4	15:30 - 16:30	Tape Library Ed Ford, Manager
	16:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 7	15:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 11	15:30 - 18:30	Printer Operations Shift Manager
February 14	15:30 - 18:30	Microfilm Processing Shift Manager
February 18	15:30 - 18:30	Computer Scheduling Shift Scheduler
February 21	15:30 - 16:30	Systems Development Joe Shampine, Department Manager
	16:30 - 18:30	Application Processing/Tape Pool Shift Manager
February 25	15:30 - 18:30	Network Operations Tom Henderson
February 28	15:30 - 18:30	Printer Operations Shift Manager
March 3	15:30 - 16:30	Item Processing Charlie Welch, Manager
	16:30 - 18:30	Check Sorting Operation Item Processing Supervisor
March 6	15:30 - 18:30	Application Processing/Tape Pool Shift Manager
March 10	15:30 - 18:30	Computer Scheduling Shift Scheduler
March 13	15:30 - 16:30	Data Processing (Discussion) John Aldridge, Operations Manager Skip Klapheke, Division Manager
	16:30 - 18:30	Computer Room Overview Shift Manager

Charlotte Memorial Hospital
Laboratory Technology
High School Student Intern Schedule

Cathey ..... Mondays & Thursdays, 1415 to 1715

Joni ..... Mondays & Wednesdays, 1300 to 1600

First week starting Nov. 5
- Cathey ..... hematology
- Joni ..... blood bank

Second week starting Nov. 12
- Cathey ..... blood bank
- Joni ..... microbiology

Third week starting Nov. 19
- Cathey ..... microbiology
- Joni ..... chemistry

Fourth week starting Nov. 26
- Cathey ..... chemistry
- Joni ..... histology-cytology

Fifth week starting Dec. 3
- Cathey ..... histology-cytology
- Joni ..... hematology

Sixth week starting Dec. 10
- both ..... miscellaneous & elective

Seventh week starting Dec. 17
- both ..... elective